

A 3D rendering of a classroom desk and chair. The desk is white with a silver globe on top. The chair is white with a silver frame. The background is a gradient of blue and white.

Quality Questioning *Intentional* *Instructional Practices*

Rigor



<https://www.youtube.com/watch?v=Aot1SNflbTE>

Essential question:

How will the use of Depth of Knowledge and Quality Questions build *rigor* in the classroom?



Food for Thought...

I am present in most
classrooms

Some people call me a "boost" to

RIGOR

"boost" to

learning.

I take you out of your comfort
zone.

What am I?



Purpose

To provide educators with intentional instructional strategies that **increase rigor** through **quality questions**.





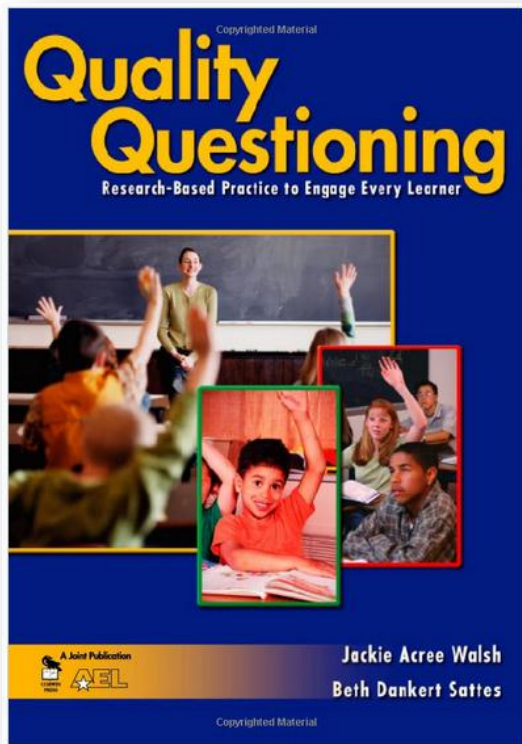
Let's talk...

What type of classroom environment is needed for questioning to be successful?

What are some ways that teachers can create this environment?

What are some of the ways you get kids ready to be able to question intentionally?





Jigsaw Activity

- Divide the text on page 12 – 15 so that each member at your table is assigned a section to read.
- Share out a 1 minute summary of each section.
- Table discussion of “ah-ha!’s”

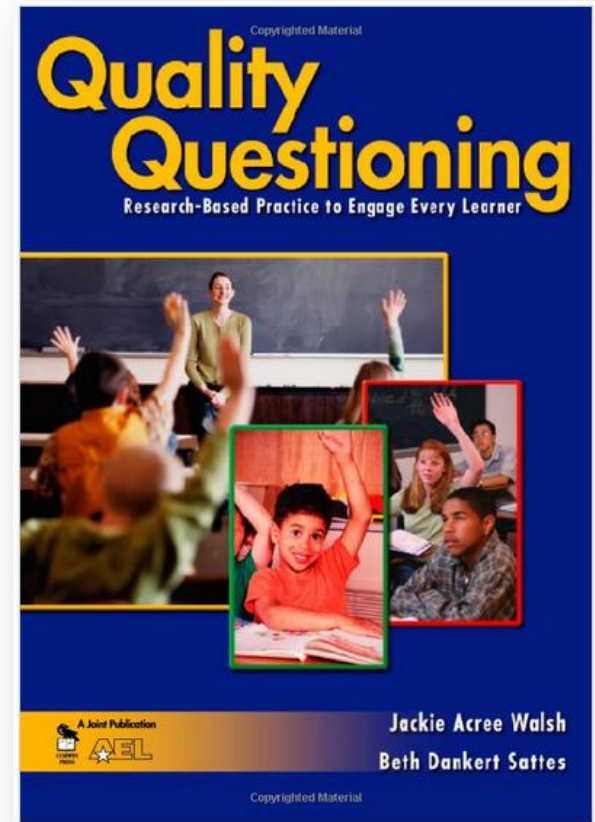
Essential question:

What Research Finding did you most relate to? Why?



Activity

- Each team member selects a different colored question provided on the table.
- Those with the same color question, gather in one area of the room.
- Read and answer the question. Chart your answers. Choose a recorder and reporter for your team.
- Share out whole group



Essential question:
What are the barriers in my school that prevent us from implementation?



Tool for students to think about questions they have

Name: _____

Book title: _____

Author: _____

Questions I have....



before I read the book:

while I'm reading the book:



Activity

- Locate the Reading Standards for the grade you teach.
- Table talk - discuss essential question.

Reading Standards for Literature K-5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrators. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ol style="list-style-type: none"> 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 	<ol style="list-style-type: none"> 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. 	<ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Essential question:

Share your thoughts about the complexity level as you “read down” the standards?



Costa's Levels of Inquiry

Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as learner, developing skillful, open-ended questioning skills. Being able to recognize different levels of questions is beneficial for all students in many areas of learning. Understanding the three levels of questions explained below, designed by Art Costa, is critical for student success.

Level One Questions (Text Explicit)

Readers can point to one correct answer right in the text. Words found in these questions include:

- defining
- observing
- describing
- naming
- identifying
- reciting
- noting
- listing

Level 1 statement

- Define irony. (English)
- Identify the starting date of the American Revolution. (History)
- Define tangent. (Math)
- Define photosynthesis. (Science)

Level Two Questions (Text Implicit)

Readers infer answers from what the text implicitly states, finding answers in several places in the text. Words found in these questions include:

- analyzing
- grouping
- synthesizing
- comparing/contrasting

Level 2 Statement

- Compare and contrast Mr. Frank and Mr. Van Daan in Anne Frank: Diary of a Young Girl. (English)
- Analyze the causes of the American Revolution. (History)
- Compare the square root of 49 to the square root of 64. Which is greater? (Math)
- Diagram and order the stages of photosynthesis. (Science)



Remember to be intentional about your questions...
What instructional function is the question intended to further?

Question Type

- ❖ *Essential question*
- ❖ *Hook question*
- ❖ *Diagnostic question*

- ❖ *Check for Understanding question*
- ❖ *Probing/Scaffolding*

- ❖ *Inference question*
- ❖ *Interpretation question*
- ❖ *Transfer question*
- ❖ *Predictive question*

- ❖ *Reflective question*

Purpose

integrating unit or lesson of study
motivating/engaging
activating prior
knowledge/conceptions
formative assessment
getting behind student
thinking/assisting in concept
development
drawing conclusions
inviting analysis
using in novel settings
strengthening cause & effect
thinking
supporting metacognitive thinking



Do I...

...make certain that all students develop a deep understanding of key declarative (i.e., facts, concepts, generalizations, and principles) and procedural (i.e., skills, processes, and procedures) knowledge by ...emphasizing higher-order questioning?

...encourage discussion in my classroom by using open-ended questions?

...decide on the goals or purposes of my questions?

...choose important--rather than trivial--material to emphasize students' in-depth exploration of essential/key questions?

...avoid "yes" and "no" questions?

...use "probe" questions to encourage students to elaborate and support assertions and claims?

...ensure that students clearly understand my questions--and avoid a "guessing game?"

...avoid questions that "contain the answer"?

...anticipate students' responses to my questions, yet allow for divergent thinking and original responses?

...use purposeful strategies for helping students deal with incorrect responses?

...make effective use of Wait Time?



Socratic Seminar

Socratic Seminar: Supporting Claims and Counterclaims

Grades 9-12, ELA, Debate

CCSS: ELA.W.9-10.1a ELA.W.9-10.1b



53



So what?

Career and College Ready Students:

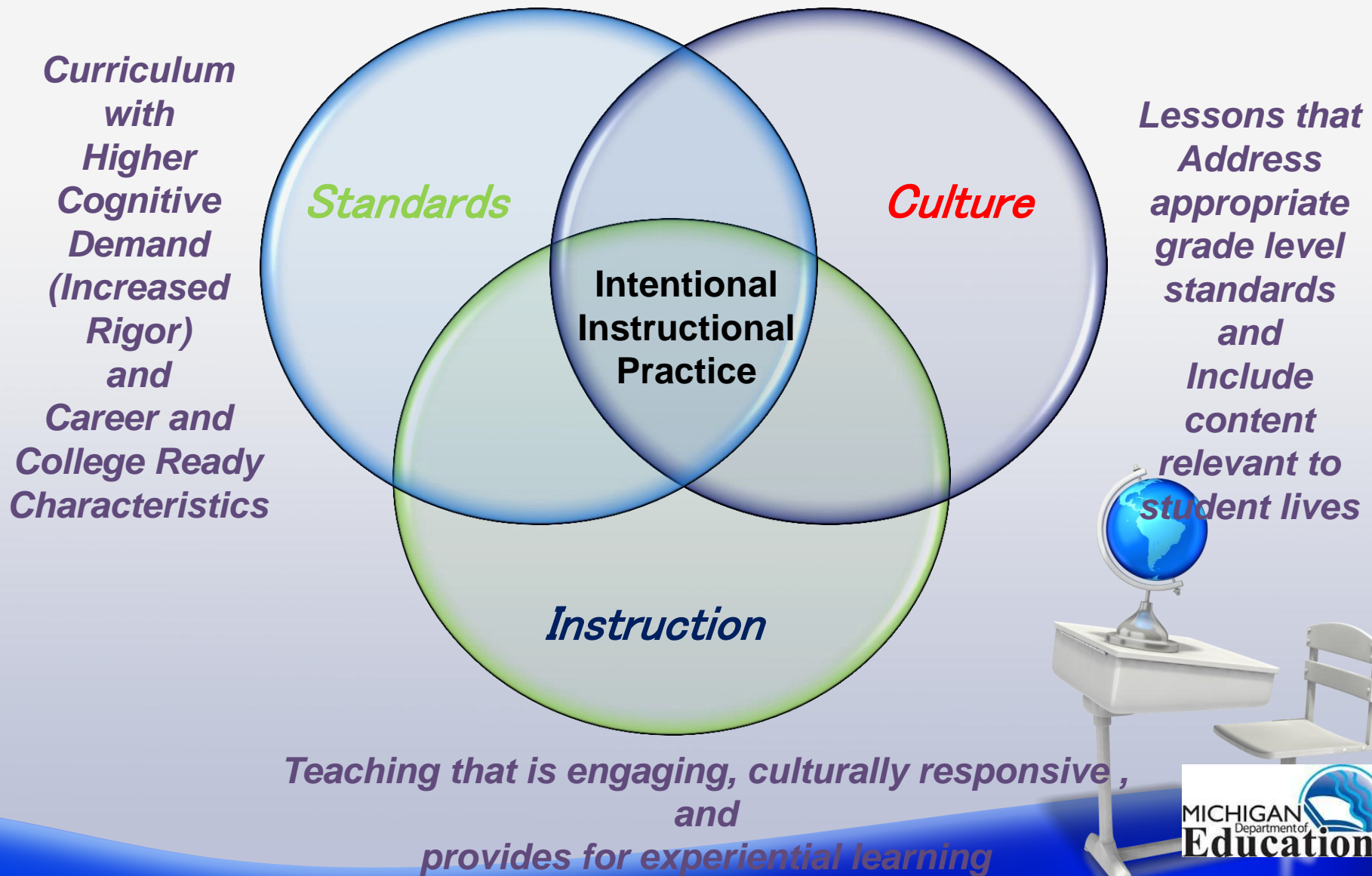
- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

Tasks Worth Doing Tests Worth Taking

- Real World Challenges
- Relevant to Student Lives
- Integrate Content Areas
- Transfer of Knowledge



When **Standards**, **Instruction**, and **Culture** intersect
we'll see...



Let's Talk!



How would you know **intentional** student learning is happening in a classroom?

What does it mean to be **intentional** about instruction ?



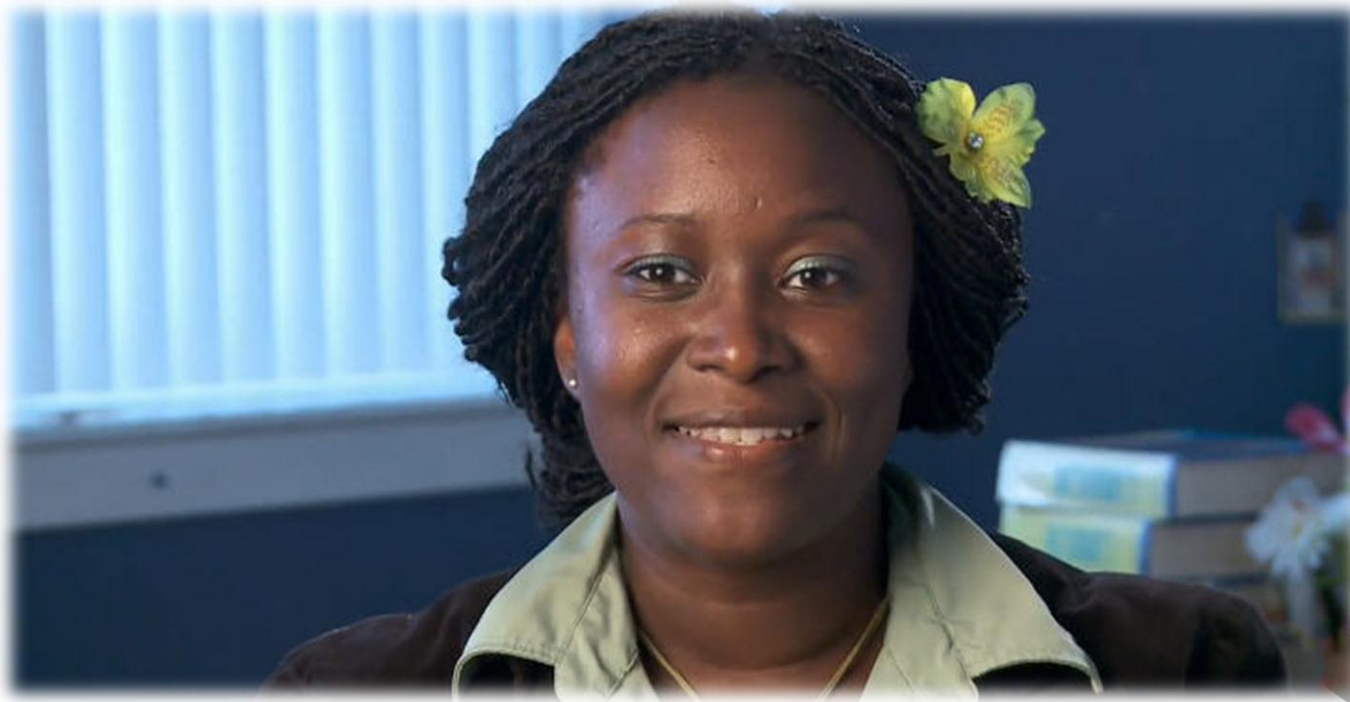
Sample Walkthrough Tool

Classroom Walkthrough tool for Continuous Improvement			
Data collection look-fors			
Date:	Course/Content:		
Time:			
Grade:			
1. Focus on curriculum			
1a. Determine the learning objective(s) for the lesson:			
Objective(s):			
<input type="checkbox"/> Exists	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Unable to determine	
1b. Learning objective(s) aligned to the specified timeline/scope and sequence:			
<input type="checkbox"/> Aligned	<input type="checkbox"/> Not aligned	<input type="checkbox"/> Unable to determine	
1c. Learning objective(s) evident to the students:			
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident	<input type="checkbox"/> Unable to determine	
2. Focus on the learners			
2a. Identify learning materials:			
<input type="checkbox"/> Activity/lab sheet	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Websites	
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> Worksheet	
<input type="checkbox"/> Multimedia	<input type="checkbox"/> Technology and software	<input type="checkbox"/> Textbook	
<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device	<input type="checkbox"/> None	
2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:			
<input type="checkbox"/> Listening	<input type="checkbox"/> Writing		
<input type="checkbox"/> Reading	<input type="checkbox"/> None		
<input type="checkbox"/> Speaking			
2c. Determine depth of knowledge level(s) of student work:			
<input type="checkbox"/> Level 1 <i>Recall of Information</i> – identify, list, define			
<input type="checkbox"/> Level 2 <i>Basic Reasoning</i> – describe, interpret, explain			
<input type="checkbox"/> Level 3 <i>Complex Reasoning</i> – evaluate, justify, apply			
<input type="checkbox"/> Level 4 <i>Extended Reasoning</i> – analyze, synthesize, provide solutions			
2d. Determine level of class engagement:			
<input type="checkbox"/> Highly engaged – Students are authentically engaged			
<input type="checkbox"/> Well managed – Students are willingly compliant, ritually engaged			
<input type="checkbox"/> Disengaged – Students actively reject the assigned task or substitute another activity			
3. Focus on instruction			
3a. Identify instructional practices:			
<input type="checkbox"/> Coaching	<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Providing direction/instructions	<input type="checkbox"/> None



Quality Questioning Lesson

Ms. Francisco





Discussion questions:

- Can you connect the walkthrough tool to what you want to see happen in the classroom?***
- What are the potentials or pitfalls for peer observations?***





Listen to this
soundtrack from
a 1930's movie...
Name that Flick!



School Improvement and Data Collection Cycle



<u>Action</u>	<u>Timeline</u>	<u>Resource/Tool</u>
Collect data	Weeks 1 – 4	Classroom Walkthrough tool for Continuous Improvement (paper or <u>google docs</u>)
Compile and organize data	Week 5	Excel spreadsheet
Analyze data	Week 5	Import to graphical display
Reflect on data (data dialogue)	Week 5	Dialogue of changes to instruction
Act on data	Week 6	Implement changes based on reflection decisions

Data Collection made easy!

ELECTRONIC

Page 1 of 1

Classroom Walkthrough Tool for Peer Observations

Form Description

School Name *

Date and time of walkthrough *

Beginning, Middle, or End of class period *

2a. Identify lesson materials that are culturally relevant for the students: *

Over 80% of students must have one or more of the lesson materials below. (Check all that apply during walkthrough observation time.)

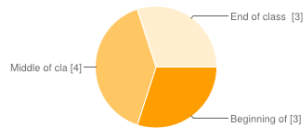
- ☐ Activity/Lab sheet
- ☐ Content-specific manipulatives, materials, and/or models
- ☐ Multimedia
- ☐ One-to-one device
- ☐ Published print materials
- ☐ Real-world objects
- ☐ Student created materials
- ☐ Technology and software
- ☐ Textbook



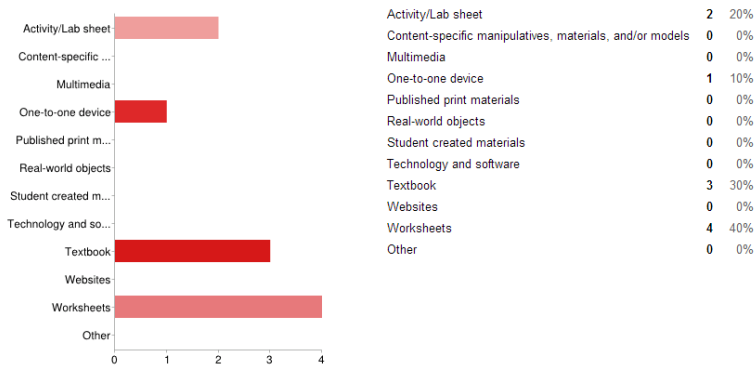
Data Dialogue

- What insights emerge from the data?
- What questions does this raise?
- What changes might we make?
- What kinds of decisions might we make as a group?

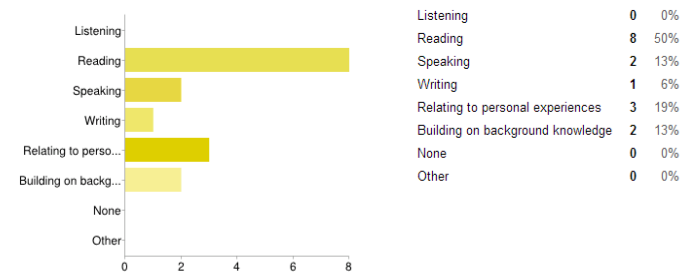
Beginning, Middle, or End of class period



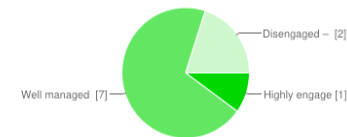
2a. Identify lesson materials that are culturally relevant for the students:



2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

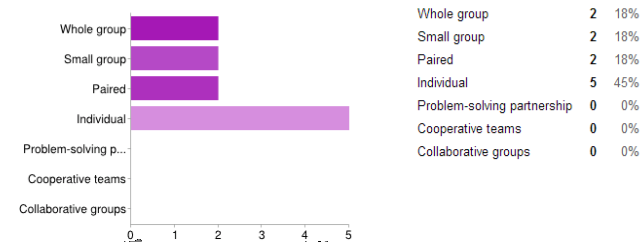


2c. Determine level of class engagement:



Highly engaged – Students are authentically engaged	1	10%
Well managed – Students are willingly compliant, ritually engaged	7	70%
Disengaged – Students actively reject the assigned task or substitute another activity	2	20%

3b. Identify grouping format:



Reflect

- What do you see?
- What do you notice?
- What stands out?
- What jumps out?
- What catches your attention?

Analyze

- What seems unclear/unclear?
- What concerns you?
- What pleases you?
- Where is more work needed?
- What seems the most critical?
- What seems to be the central issue or key problem area?
- What insights are beginning to emerge?
- What kinds of changes might we need to make?

Act

- What actions will we take?
- What will we do differently?
- What kinds of decisions might we need to make as a group?
- What do we need to do in order to take action?
- What does this mean for future lessons?
- What are we doing?

Data Dialogue Discussion Responses

Write responses to question prompts in the spaces provided. Submit document via EduGuide.

Intro notes

What do you *see*
in the data?

What do you
think about the
data?

Action items need to be specific, measurable, achievable, realistic, and timely.

Action plan form to be completed and submitted via EduGuide.



Action item to be completed? (should be derived from data collected)	Who will be responsible for implementing action item(s)? (include all names)	By when will the action item be implemented? (specific date)



Let's grow
and learn
together!

Using the **data** provided
along with the **Data
Discussion Prompts** and
Action Plan Form,
practice holding a PLC
with your table about
what is happening in
this school's classrooms.



Contact Information

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